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ABSTRACT

Included in this document are major addresses and summaries of group reports presented at a 1974 conference on "Teacher Education and Worldawareness." The conference of deans of colleges of education and other representatives from a number of universitites in the Southeast attempted to generate practical ideas and plans for influencing teacher education in the direction of world awareness. Included in the program are addresses on the meaning of world awareness, current efforts in cross-cultural teacher education in the United States, the need for internationalizing present teacher education curricula, and specific suggestions for future development. (MJB)

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TEACHER EDUCATION

and

WORLDAWARENESS

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The University of Alabama
College of Education
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FOREWORD

On November 20-21, 1974, the University of Alabama College of Education, through its Office of International and Special Projects, sponsored a seminar on Teacher Education and Worldawareness. The conference, made possible by a grant from the Longview Foundation, brought together deans of colleges of education and other representatives from a number of universities in the Southeast in an attempt to generate some practical ideas and plans for influencing teacher education curricula in the direction of worldawareness. Of the sixteen institutions invited to participate, thirteen were represented by twenty-nine delegates.

Included in the seminar program was the presentation of significant papers which addressed the meaning of worldawareness, current efforts in cross-cultural teacher education in the U.S., the need for internationalizing present teacher education curricula, and specific suggestions for future development.

Following the presentation and discussion of these addresses, the seminar was divided into small groups to discuss practical objectives to be sought and recommendations for future action. Each group presented a brief report of their discussion which was critiqued by the seminar in joint session.

Participants in the seminar expressed the need and desire to continue its emphasis throughout the following months, with the possibility of inter-institution follow-up, the sharing of new ideas and programs as they develop, and the convening of a similar conference the following year.

Included in this publication are the major addresses and summaries of group reports which were presented at the conference.

We would like to express our sincere appreciation to William L. Breese, president of the Longview Foundation, who was instrumental in arranging the grant which made the seminar possible, and for his personal interest in the concerns of the seminar as manifested by his presence and active participation.

A word of thanks is also due the University of Alabama Chapter of Phi Delta Kappa for additional financial assistance in the publication and distribution of this booklet. It is hoped that it will be of value not only to those who participated in the conference, but also to other recipients in their efforts to broaden the horizons of human concern to encompass the world community.

Carrel M. Anderson
J. Conrad Willmon

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A BRIEF OVERVIEW OF INTERNATIONAL/INTERCULTURAL EDUCATION IN THE UNITED STATES

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A BRIEF OVERVIEW OF INTERNATIONAL/INTERCULTURAL EDUCATION IN THE UNITED STATES

World War II resulted in major changes throughout the world. Regional maps of Europe, Africa, and Southeast Asia attest to the dramatic political and geographical changes which have continued to occur on this planet since the end of that war.[1] The changes which have taken place and are now occurring in the world symbolize the dramatic rise and intensity of global problems. These problems include such important concerns as over-population, pollution of the environment, increasing frequency of international confrontations and wars, energy shortage, widespread inflation and the rising unemployment being imposed even in developing nations by the spread of technology.

What Kind of Future World?

A first question which must be considered by those interested in international/intercultural education as a means to a better world is: What kind of world is desired and needed? Other questions follow: Will the answer be the same for all peoples of the earth? Who is qualified to develop the answer and then to plan and implement procedures to bring about those changes?

Threat of Isolationism

Observers detect tendencies toward isolationism in American thinking. The world-wide problems mentioned above are not pulling nations together. Hunter stated that "we seem to be developing the notion that things happening in many parts of the world do not demand our attention."[2] Perhaps the oil shortage will change this notion, it is too early to tell. The problem of isolationism is not limited to the United States. It has been noted that while the movement toward world economic integration suggests the possibility of increasing international ties, political pressures in most all countries seem to demand greater isolationism and stiffer national foreign policies.[3]

The tendencies toward isolationism must be checked, if for no other reason, because a nation cannot solve its compelling and persistent internal problems if the attempt at solution is made in isolation from the world.[4] To this might be added the fact that man is still a moral being, and morality simply does not stop at water's edge.[5]

The Global Concept

The educational enterprise stands at a crossroads regarding international affairs. The direction taken will have a tremendous impact upon the world for generations to come. Frankel has stated the case well:

> We can ignore the international scene; we can courteously salute its existence and then go on as

> though nothing was affected; we can recognize how little we really know or really feel about the facts of life in other parts of the world and take steps to repair this state of affairs. Whatever we do, however, we make a decision that has not only national but international import. We shall educate or miseducate for world responsibility. We cannot avoid doing one or the other.[6]

The developing conditions in the world, especially the fact that the impact of events involving one or two nations is often felt throughout the world, dictate that every nation must assume the obligation to educate for world responsibility.

Perhaps the most publicized world-wide problem which will require international cooperation to solve is that of environmental pollution. This problem illustrates the necessity of global interaction and cooperation as a means of each nation protecting its own self-interests.[7] This type of global concept must be transferred to other common world problems.

A World Leadership Position

Historical events and other circumstances have converged to place the United States in a position of world leadership. The burden of this role has not completely run its course. This generation of youth will play a very special role in the history of the human race. Today's young, former Secretary of State Dean Rusk believes, will be forced to deal with problems which will determine the survival of the human race.[8]

Preparation of the Nation's Youth

The preparation of today's youth for world leadership brings into focus the role of educators. The real issue is whether an increasing proportion of college graduates is educated to a more thorough understanding of the complex forces which are shaping the world.[9] Indications are that in spite of America's position of world leadership, "a major portion of our college graduates are limited and parochial in their knowledge of world affairs."[10] This is a condition which educators should correct at the earliest possible moment. To isolate the classroom at any level from what is happening in the world cannot be justified and must not be permitted to continue. Educators are in a unique position to expose a significant segment of the society to the information and skills needed to develop a global concept and world leadership capabilities.

A Shift in Emphasis

There are indications that the family of man is finally emerging. Every man must now recognize that he is the brother of every other man on the face of the earth.[11] Earlier awareness of this relationship, however, gave rise to a set of unexpected problems. Following World War II the United States assumed

the position of big brother, or rich uncle, to Western Europe. This nation naively expected uninhibited gratitude and loyalty from the countries assisted, for example, through the Marshall Plan. It was discovered that "any unequal relationship contains the seeds of dominance and resentment."[12] Much the same kind of response may be witnessed in family situations in which similar circumstances involving unequal aid are present.

The shift in emphasis in international involvements must move toward the common or mutual well-being of the countries involved. The need for such a move reveals the fact that international education cannot be the concern and work of any one country.[13] Furthermore, the countries involved, including the United States, must expect to receive as much as they give, to learn as well as to teach.[14] It should be considered essential that this basic premise be built into programs of international/intercultural education wherever such programs are instituted.

Emerging Concepts of International/ Intercultural Education

International/intercultural programs are not new in American schools, colleges, and universities. However, new objectives, a new role, new programs, and a new kind of success are needed in this field. As interest in international programs increases, there is one basic question which must be confronted constantly: "International education to what purpose?"[15] The rationale often developed regarding the question of international/intercultural education links such programs not so much to theories of a better world, but to survival of the world.

Objectives of International/Intercultural Education

The question concerning the purpose of international programs leads to a discussion of objectives of programs. Certainly, the objectives must go beyond a study of and understanding of U. S. foreign policy. The programs must seek to impart an understanding of the cultural, historical, and social background of the many societies with which this nation's future is intertwined.[16] To this may be added that international education should help America catch up with its responsibility of world leadership.[17] The primary objective might be to build a foundation of understanding for cooperation among peoples which "will enlarge the prospects of peace."[18] A specific international education program in a school or institution of higher education may focus upon one or several of these objectives.

Role of International/Intercultural Education

There are indications that the gap is widening between the demands and the needs of the United States and the world community and the ability or commitment of American education to meet them.[19] Perkins has stated that the role of international education is to make possible the successful participation "in what is becoming a world society of business, scientific, academic, and

cultural endeavor."[20] It is obvious that the widening gap cannot be reversed and the role of international education cannot be realized unless maximum effort from educators and the supporters of education create and implement international/intercultural programs which provide understandings and affect behaviors and attitudes of students at all levels.

Historical Development of International/ Intercultural Programs

The development of international education in the United States may be divided into three distinct phases:[21]

Phase I. During the period between World War I and World War II programs devoted to the study of international relations or affairs were developed. Emphases in these programs continue to be upon politics and diplomacy.

Phase II. As an outgrowth of World War II, area studies were developed. These programs are both broader and at the same time more specialized than the Phase I programs. The concern is with language and culture, past and present, of a given global area. Offerings in both Phases I and II have been, for the most part, for graduate students. International programs at the undergraduate level have experienced unsystematic growth. Most of the programs which have developed for undergraduates have been Western in their orientation.

Phase III. This phase is still in the beginning stages. The basic thrust is to extend the undergraduate curriculum beyond the limitations of the Western world.[22]

A Summary of U. S. International Educational Programs

The universities in the United States which have international education programs have placed emphasis upon sending and receiving students and/or professors. By 1970 more than twenty percent of U. S. colleges and universities were involved in some type of exchange program.[23] Ongoing programs may be grouped into categories as follows:

1. Study abroad programs (formalized during the 1920's). Efforts were concentrated originally upon the junior year abroad type program. Currently more than 600 U. S. institutions carry some type of study abroad program. Approximately two-thirds of these efforts involve European countries.

2. Foreign student programs which bring more than 120,000 students to the U. S. campuses each year.

3. The programs training U. S. students for foreign service. There are about ninety-five programs in this category which includes the widely known Peace Corps.

4. Professor exchange programs which normally involve the fields of languages and culture. There are more than 170 such programs operating at this time.

5. Programs of religious emphasis.

6. Programs of technical assistance to developing nations.[24]

Needs as Revealed by Experience

Even though experience has been helpful, it cannot be stated that new frontiers in international education are clearly discernible. This fact is obvious from the variety and number of international institutes, committees, councils, and commissions which have been recently established.[25] One point upon which agreement may be reached, however, regards the need to extend the international dimension from the colleges and universities to the kindergarten.[26]

The importance of the international dimension being incorporated into all levels must not be overlooked by today's educators. Brademas warned that Americans may soon know more about the surface of the moon than they know about the cultures, problems, and aspirations of the billions of non-Americans who inhabit this planet.[27] This condition would be difficult to defend for a nation with recognized world leadership responsibilities.

The above indicates a pressing two-fold need which is surfacing as a result of past experience in international education programs.

1. There is need for a fresh, wide-scale consideration of the varied opportunities which international education programs bring to campuses and schools.

2. There is need for a commitment to relate these important and distinctive activities to the heart of all levels of the educational enterprises.[28]

Recommendations for Program Improvement

The more successful international programs, such as The Fulbright and Peace Corps programs and the overseas American university, suggest certain directions for improving other international programs such as:

1. There should be a broader opening and utilization of the world's resources for the education of Americans.

2. There should be a tremendous extension of American resources for the purposes of education in other nations.[29]

Additional suggestions and recommendations for improving international education programs may be based upon the current state-of-the-art:

1. The reorientation of materials of instruction on all levels to the realities of today's world. This is a task so massive it seems overwhelming, but it must be accomplished in this decade.

2. Vastly increased opportunity for foreign study and for work-study experience in other countries.

3. A revolution in foreign language study to build proficiency in a second language into an ever-increasing percentage of our population.

4. Fullest possible exploitation of certain underdeveloped subject areas in schools and colleges such as geography and cultural anthropology. Their relevance to our time can be demonstrated; their usefulness to the Nation deserves thorough testing.

5. International education as a field of study. There are too few competent specialists in the highly complex business of studying, directing, and teaching international and comparative education.

6. An awakening of America's adult-out-of-school population to better understanding of other cultures and the issues that underlie war and peace among nations.

7. More research. We know too little about the content, the methods, and the effects of international education.[30]

The recommendation conerning the issues which underlie war and peace (number 6 in the above list) could be singled out to emphasize the urgency of the need to develop meaningful international programs. Records reveal that ninety-seven wars with an estimated twenty to thirty million deaths were fought from the end of World War II to 1969.[31] It would seem that modern man, possessing the capability to destroy civilization, is not yet convinced that war is a less acceptable means to settle international differences.

Former President Johnson related the possibility for international peace to the teaching-learning experience in the classroom:

> Schooled in the grief of war, we know certain truths are self-evident in every nation on earth: Ideas, not armaments, will shape our lasting propects for peace. The conduct of our foreign policy will advance no faster than the curriculum in our classrooms. The knowledge of our citizens is one treasure which grows only when it is shared.[32]

If ideas, the curriculum, and knowledge possessed by citizens are important components of the quest for peace, why not develop a peace curriculum or college? Taylor makes such a recommendation after referring to the existence of war colleges.[33] There is no place to go to learn how to prevent wars--only to fight them.

Barriers to Program Improvement

Barriers to improving international education programs in institutions of higher education have been noted by Weidner as follows:

1. There is a lack of wide-spread faculty cooperation on most campuses.

2. There is lack of a sound academic base of standards which would prevent foreign-based programs from becoming college tourism for credit.

3. There is lack of a strong commitment to develop the international experience so that it would relate to all curricular areas of the institution and to the academic program of the individual student.[34]

Robb turned more to the local schools and iterated an impressive list of barriers which must be overcome if the educational enterprise in America is to rise to the tremendous challenge to educate for world responsibility and international cooperation:

1. Insufficient funds

2. Inadequate materials of instruction

3. Outdated leave and tenure provisions for teachers in local school systems that fail to recognize the value of foreign study and service

4. Failure to utilize living laboratories for international education that exist in every community having a subculture derived from a foreign-born population

5. An evident inarticulation in international matters between the schools and the colleges

6. Weaknesses in planning for international experiences at the regional, state, and local levels

7. And a seriously deficient utilization of Americans returned from foreign service and of the never-ending stream of international visitors who give and gain less insight than they could if we afforded better institutional and local arrangements for them.[35]

Instructional Personnel Orientation

The international orientation of instructional personnel is essential if international education is to be effective. The international dimension may be successfully diffused into the curricula, but if the teachers are parochial and chauvinistic in their attitudes, the results will be disappointing and frustrating.

There are serious questions about the capability of any teacher at any level to function effectively without a world view and a commitment to education for world responsibility, cooperation,and peace.[36] The need is for every teacher to be modern both in world outlook as well as professional preparation.[37] Recognition of the international attitude required by the modern teacher places an added responsibility upon the teachers of teachers and their institutions, upon local school systems, and upon institutions of higher education to retrain or reorient present personnel.

International/Intercultural Education and a New Reliance Upon Planning

How may a school, college, university, or related organization develop an international dimension and include it in the curricula? It should be established that careful planning is absolutely essential. Only in this way are programs which are most supportive of the institution's goals likely to be developed. This point was well made by Sanders regarding teacher training institutions:

> Schools of education must decide on the kind and extent of international activities which are best suited to them... The larger schools of education may welcome programs of technical assistance while smaller schools may fear the drain on faculty resources of such involvements.[38]

This basic principle of suitability would be applicable regardless of the type of institution or agency planning involvement in international/intercultural education.

NOTES

[1]Kenneth Barker, "International Education and the Professional Associations," Phi Delta Kappan, BI (January, 1970), p. 244.

[2]Robert E. Hunter, The Developing World--Should We Give a Damn? (Washington, D.C.: The Overseas Development Council, 1971), p. 2.

[3]Colin I. Bradford, Jr., "Preface," in Forces for Change in Latin America: U.S. Policy Implications (Washington, D.C.: The Overseas Development Council, 1971), n.p.

[4]Paul G. Orr, "Importance, Role, and Direction for the Southern Association's Committee on International Relations: A Position Paper." (Unpublished paper, University of Alabama, 1970, hereinafter referred to as "A Position Paper.")

[5]Hunter, Developing World, p. 6.

[6]Charles Frankel, "Education for World Responsibility: an Old Phrase, a Transformed Problem," in Education for World Responsibility (Washington, D. C.: Bureau of Public Affairs, 1966), p. 15.

[7]Robert E. Hunter, Development Assistance: Why Bother? (Washington, D. C.: The Overseas Development Council, 1970), p. 8.

[8]Dean Rusk, "Internationalism and Education," a general session address at the 76th Annual Meeting of the Southern Association of Colleges and Schools, Miami, November 28, 1971.

[9]William W. Marvel, "What Colleges Can Do," Saturday Review (August 20, 1966), p. 56.

[10]Barker, "International Education," p. 244.

[11]Rusk, "Internationalism and Education."

[12]Hunter, Development Assistance, p. 13.

[13]Lyndon B. Johnson, "The Role of the Government," (a special message to Congress, February 2, 1966), in International Education: Past, Present, Problems and Prospects (Washington, D.C.: Committee on Education and Labor, House of Representatives, 1966), p. 17.

[14]Ibid.

[15]Wallace L. Anderson, "A World View for Undergraduates," Saturday Review, August 20, 1966, p. 51.

[16]Ward Morehouse, "World Affairs in Our Schools and in Teacher Education," in Educating for World Responsibility (Washington, D.C.: Bureau of Public Affairs, 1966), p. 35.

[17]John Brademas, "A New Federal Role," Saturday Review, August 20, 1966, p. 52.

[18]William J. Crockett, "Two-Way Communication with the Education Community," in Education for World Responsibility (Washington, D.C.: Bureau of Public Affairs, 1966), p. 2.

[19]James M. Becker, "World Affairs in our Schools and in Teacher Education," in Education for World Responsibility (Washington, D.C.: Bureau of Public Affairs, 1966), p. 30.

[20]James A. Perkins, International Programs of U. S. Colleges and Universities: Priorities for the Seventies (New York: International Council for Educational Development, 1971), p. 18.

[21]Anderson, "A World View for Undergraduates," p. 50.

[22]Ibid.

[23]Edward W. Weidner, "U. S. Institutional Programs in International Education," Phi Delta Kappan, LI (January, 1970) p. 239.

[24]Ibid., pp. 239-242.

[25]Frank Bowles, "American Responsibilities in International Education," in International Education: Past, Present, Problems and Prospects (Washington, D. C.: Committee on Education and Labor, House of Representatives, 1966), p. 9.

[26]Anderson, "A World View for Undergraduates," p. 51.

[27]Brademas, "A New Federal Role," p. 52.

[28]Weidner, "U. S. Institutional Programs," p. 243.

[29]Bowles, "American Responsibilities in International Education," p. 15.

[30]Felix C. Robb, "International Education: The Prospect," in International Education: Past, Present, Problems and Prospects (Washington, D. C.: Committee on Education and Labor, House of Representatives, 1966), p. 504

[31]Harold Taylor, "A Curriculum for Peace," Saturday Review, September 4, 1971, pp. 22-23.

[32]Johnson, "The Role of the Government," p. 17.

[33]Taylor, "A Curriculum for Peace," p. 22.

[34]Weidner, "U. S. Institutional Programs," pp. 239-240.

[35]Robb, "International Education: The Prospect," pp. 504-505.

[36]Orr, "A Position Paper," p. 5.

[37]Irvin T. Sanders, The Professional School and World Affairs (New York: Education and World Affairs, 1967), p. 68.

[38]Ibid.

THE INTERNATIONAL DIMENSION OF AMERICAN TEACHER EDUCATION

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THE INTERNATIONAL DIMENSION OF AMERICAN TEACHER EDUCATION

Introduction:

In 1972 the American Association of Colleges for Teacher Education undertook a study of over 1000 colleges and universities to inventory the international dimension of American teacher education and to develop recommendations which would serve as guidelines for future development.

The study, sponsored by the AACTE Commission on International Education and a grant from the Institute of International Studies, U.S.O.E., was based on the premise that American society is developing within two contexts:

1. a culturally pluralistic and ethnically diverse nation and,

2. an increasingly interdependent world, also characterized by cultural pluralism, but a world which had assumed certain features of a global society.

Recognizing the radical social, political and economic changes that were taking place the Commission posited that it was important that American citizens become much more aware of the changing contexts in which they find themselves and that American citizens become intellectually and socially responsive to the imperatives emanating from the problems of the modern world. In addition, education was proposed as one of the means for facilitating this responsiveness. Education was viewed as one of the means by which persons and cultures became not only conscious of themselves as members of a changing American society, but also conscious of the structure and dynamics of cultures outside America. It was further proposed that since teachers occupy a pivotal place for facilitating the growth of this consciousness, teacher education must include those intellectual and social experiences that would enable the pursuit of his/her profession in a manner consistent with the needs of a modern society defined in global terms.

The major focus of this study, then, was to ascertain and analyze the current state of affairs in the preparation of teachers and other educational personnel in international education. The study attempted to answer the questions: To what extent do American institutions that prepare educators incorporate an international dimension in their programs and related activities? What mechanisms and strategies do they employ? What constraints and problems confront them in the conduct of such programs and activities? What needs do they have for both short-term and long-term futures?

A. SUMMARY OF FINDINGS

This report provides an overview of the contemporary achievements, couched in "activity" and"priorities" terms, of American personnel preparation programs. One caveat is in order. The findings of the study depict the frequency of activities. The quality of these activities or their effectiveness in providing future teachers with the concepts and attitudes relevant to

teaching and learning in the modern world are another matter.

Furthermore, the study deals primarily with institutional educational programs that lead to initial certification of teachers, the undergraduate curriculum. This curriculum has the most potential for immediate impact on classroom activities in the elementary and secondary schools. The role of graduate studies is, however, important for advanced studies and for the inservice or continuing education of teachers.

In reporting the findings, the data were grouped into five categories: (1) Institutional Offerings, (2) Curriculum, (3) Resources, (4) Constraints Affecting International Teacher Education Development, and (5) Future Needs. Following a brief summary of these findings, the report presents a series of recommendations for future action.

1. Institutional Offerings

a. In assessing the initiation and maintenance of international activities, the role of administrators is crucial. The allocation of university funds, the selection and appointment of faculty, the encouragement and/or approval of curriculum change and the acceptance of that change as a part of university policy are heavily influenced by administrators. Their attitudes toward international education help to influence decisions. Over sixty percent of those responding place little or no importance on international education citing the lack of funds, competent faculty, appropriate curriculum materials and the need for schools of education to be more responsive to domestic multicultural realities.

b. A profile of institutional offerings (Graph 1) illustrates that the two major activities in international education are the existence of international data and concepts in the professional course sequence (primarily education psychology, educational foundations, and methods in social studies, music and art) and the services provided for foreign students. Short and long term overseas study tours or study abroad programs are next in order of frequency.

c. In mapping the domain of frequency and scope of international education activity in the United States, public institutions with enrollments over 15,000 in the East North Central region are the most active. Southern Atlantic States are next, with institutions on the Pacific coast involved in one-third to one-half of the volume of activity as those in the East North Central United States. Six additional regions surveyed show minimal activity.

d. The development of a college or university committee responsible for some or all aspects of international education in an institution is not a wide-spread phenomenon. The existence of only fifty-four were reported. Their creation was stimulated most often by the need to coordinate many disparate international activities within an institution under one organizational umbrella. There appeared to be very little relationship between the existence of a committee and the magnitude and scope of an institution's involvement in international teacher education.

e. The stimulus for engaging in international education in an

institution appeared to be most directly related to an institution's previous or currect involvement in technical assistance projects overseas. Trained manpower and continued interest in international activities are a most direct product of such activity and provide, quite possibly, the major impetus to the development of international teacher education.

2. Curriculum

The content of the preparation program was examined in three major areas of the teacher education curriculum: academic studies; professional courses; and clinical or laboratory experience.

a. The academic or general studies in a four-year program leading to teacher certification occupies a range of sixty to eighty percent of a prospective teacher's education. These academic studies provide the major educational resource today for incorporating an international dimension in teacher education. During the five year period, 1966-71, over 80,000 education students participated. Approximately eight percent of today's teachers have had the opportunity to study cultures and concepts on an international plane. The most common content in these studies is the cultural content taught in connection with foreign language courses and the analysis of the dominant values of a foreign culture, its economy, social structure and concepts of freedom and authority.

b. In the professional sequence international content is found primarily in courses entitled, "Introduction to Education," "Social Foundations of Education" and variations of "Educational Psychology." Over 70% of the courses, required or elective, that contain an international element are in these three categories. Required and elective courses under the general rubric of comparative education are taught in 132 institutions. The most pervasive content is a study of educational processes and systems in foreign countries and child development courses drawing on cross-cultural studies.

c. The greatest impact on the incorporation of an international dimension in teacher education is the personal involvement of the prospective teacher in an educational activity located in a cultural setting other than his own. This is a perceptual statement. Study abroad, student teaching overseas or involvement in a domestic multi-cultural setting is perceived by administrators, faculty and students as the most effective and lasting educational experience both cognitively and attitudinally. While this may appear to be an obvious conclusion, the fact that institutional resources, manpower and money, are devoted primarily to language, area and comparative education studies on the campus, often without an experiential component, suggests that the perceptions of students and the allocation of resources are not congruent.

Of the various forms that the experiential (clinical, laboratory, etc.) component takes, a study abroad program, usually with a general education objective, finds greater approval among teacher educators than does student teaching overseas. Seventy institutions provide overseas student teaching opportunities, evenly divided between foreign schools and American community schools overseas.

Domestic multicultural student teaching options are more prevalent

with required programs in 41 institutions and elective programs in 137 institutions. In general, students find the quality and utility of supervision by home campus supervisors weak. Lack of knowledge of the specific context in which the student teacher is working, briefness of the visit, and little follow up are cited as the major deficiencies. Host school supervision and peer analysis are, from the student teachers' points of view, more effective.

3. Resources

This section reviewed prevailing resources regarding faculty competencies and research and development efforts to provide necessary support services to international education. Four additional resources whose potential for enhancing current teacher education programs were analyzed.

a. The survey showed that less than ten percent of the faculty were regarded by administrators as competent to guide educational development in international education. Of this figure, only five percent had received specialist degree training--primarily comparative education. Interest in acquiring competency in international education among faculty is approximately 30 percent of those engaged in teacher education.

b. Schools of Education rely primarily upon other disciplines or academic specialties for the content taught in international education. Less than 20% of the institutions report cross cultural or comparative research in the various specialties within education and even fewer, 32 undergraduate and graduate programs in all, require comparative research methodology or statistical design capable of dealing with international data. The most prevalent research consists of descriptions of foreign school systems and their historical evolution. Few research efforts focus on the socialization process of children related to the development of internationally oriented values and concepts.

c. Approximately one out of six schools of education is developing curriculum materials that deal with international processes or concepts. The materials focus on: (1) descriptive content on a geographic region-- Africa, Europe, Asia, etc., (2) materials on human similarities and differences--ethnic, values, social, etc., and (3) processes of global interaction--population dynamics, modernization, natural resource utilization, etc.

d. One-third of the institutions participate in international education through consortia. Overseas study programs are the largest single activity of these interinstitutional affiliations. The consortia are generally comprised of groups of American institutions, some including elementary and secondary schools. Approximately 20% of the consortia consist of American and foreign institutions.

e. A little over five percent of the foreign students studying in America are enrolled in schools of education. Special efforts to deal with the unique problems and needs of foreign students is the single most prevalent activity in American teacher education related to international education. These efforts include specially tailored curricula, scholarship allocations and advisory services.

The prevalence of foreign students in American teacher education and the

services provided for them are not matched by an attempt to involve them as resource personnel in international education. Only eighty-three institutions report such activities.

f. Inservice teacher education conducted in an overseas setting and teaching in a foreign or American community or international school as well as participation in the Peace Corps are the most prevalent forms of continuing education in international education. Some 173 institutions conducted overseas study tours in 1970-71 involving approximately 4,600 teachers. Over 90% of these study programs offered university credit.

4. Constraints Affecting Development of International Teacher Education

The future development of international education in institutions that educate teachers will depend in large measure on its priority among decision makers in colleges and universities. Although 40% of the institutions regard international education as an important priority for development in the next five years, 60% do not. This latter figure is only partly determined by a disregard for the importance of an international dimension in teacher education or the pressing demands of domestic social needs and crises. Cited most often are the lack of federal, state or university funds, adequately trained faculty and employer interest in certified teachers with international competencies. The institutions reported only thirteen school districts and school systems that actively recruited teachers from among students who had overseas experience or an international education background.

5. Future Needs

Among those institutions that regard an international dimension in American teacher education as significant, there persists some uncertainty about the state of the art. Of central concern is the need for a comprehensive description of the behavioral objectives of international education and an assessment of the processes and intellectual substance required to achieve the objectives. In a more general way, the need to develop suitable response mechanisms in institutions to changing social needs and conditions is the paramount educational problem of our day, whether it deals with domestic, international or interstellar matters.

Precision in the definition of international education is one need. The immediate availability of resources to improve existing or future international programs is another order of need. Table I provides a rank order of these needs as expressed by administrators of teacher education programs. Of the top five priorities of future needs, four of these are for information and data. More than two-thirds of the institutions indicate that there is the need for a journal or bulletin addressed specifically to the problems of internationalizing their personnel preparation programs. These institutions say that there is also the need to have successful program models described in a case study approach and disseminated; that a directory of non-university resources for international teacher education activities is required and a clearinghouse mechanism created for information retrieval and dissemination about programmatic and administrative concerns in international teacher education.

RANKING OF SERVICES REQUESTED BY
DATA BASE INSTITUTIONS

(TABLE 1)

Service	Ranks	Frequency of Requests
Publish a journal or bulletin that informs teacher educators of new ideas, approaches or materials in internationalized programs of education personnel preparation.	1	351
Stimulate research and analysis on various aspects of internationalized education personnel through the convening of task forces.	11	185
Provide consultation on development of proposals and research designs for submission to federal agencies	7	256
Catalogue information about funding agencies and disseminate a directory.	3	321
Facilitate the dissemination of information about operationally and programatically successful programs of internationalized education personnel preparation.	2	329
Maintain a consultative service on internationalized education personnel preparation that can match expertise to need at all levels.	6	261
Act as a recruiting agency to fill overseas educational positions.	8	251
Convene national or regional meetings on internationalized education personnel preparation.	10	216
Act as an intermediary between American universities and ministries and other institutions overseas.	9	232
Provide a clearinghouse for informational, research and analytical studies on the subject of international education.	4	305
Conduct research and analytic studies on international education.	12	169
Conduct Overseas programs for education faculty and students.	5	302

B. RECOMMENDATIONS

The study was based on the premise that it is a necessity that citizens of the United States increase their awareness of their membership in the global society. The achievement of this goal is to a large degree the responsibility of education. That is, education is the means by which persons and cultures become not only conscious of themselves but also of the structure and dynamics of cultures beyond themselves. The preparation of teachers must therefore include those intellectual and social experiences that enable the teacher to think perceptively and act intelligently in the context of a modern society defined in global terms.

It is assumed further that the training of such teachers will require a reordering of priorities within institutions and funding agencies; a reexamination of faculty and students roles, of the limits imposed by course structures, degree programs and certification regulations; an analysis of existing personnel and financial resources applicable toward the internationalization of teacher education, and most important a willingness to accept the reality of a society whose dimensions encompass the globe and all humanity.

Since most American teachers do not have the opportunity to move outside their class or their social milieu into the wider world, the educational need is for a broader experience with cultures and people unlike themselves. Further, the insights gained through this experience must in some manner be made available to their students in elementary and secondary schools.

Resulting from data presented above and from extensive and prolonged experiences in university based personnel preparation programs, we offer several broad guidelines for modification and change in the institutions that prepare teachers. It seems imperative to note in the beginning that institutions should not embark on ambitious programs in international teacher education until they have analyzed both their objectives and available resources. We would also caution that their aim should not be to create another department or program focusing on international studies alone. This is additive in nature and therefore subject not only to the competitive pressures of other components in the program, but susceptible to segregation from the mainstream of teacher education, thereby blunting its potential impact.

It is also difficult to achieve total institutional commitment when efforts to internationalize teacher education are undertaken merely as a peripheral activity prompted by academic fashion or the availability of outside financing. Rather, the major objective should be to infuse all teacher education and related general studies activities with an awareness of the multifaceted, often overlapping relationships and contexts that characterize the modern world.

Following is a list of recommendations for colleges and universities that wish to incorporate an international dimension in their programs of education personnel preparation:

1. Organization and Management

For nearly a generation teacher education has been regarded as "an all-university function" requiring the collaborative efforts of various academic

departments and the professional school of education. However, too many institutions have tended to ignore the joint responsibility notion of teacher preparation while others have taken steps to facilitate cooperation and collaboration but achieved little real integration. In accredited institutions interfaculty committees are appointed to achieve such ends. Many of these committees, however, have become powerless, paper organizations created to confer approval upon newly required courses or to arrange for the transfer of students from one course to another. If teacher education is to remain a university function and the professional preparation program is to be relevant to a dynamic and pluralistic society then such efforts must be either strengthened or refashioned. Courses and programs in the arts and sciences need to be reconceptualized to make them both more relevant and more socially significant. The unique and special needs of pre-service teachers can be more carefully analyzed and some of the resources allocated to the arts and science college should be given to finding ways to make general studies useful to teachers. Indeed, we would support Charles Silberman's contention that teacher education be given a more central role in the entire university curriculum and believe that federal subsidies and grants to arts and sciences programs be preconditioned on the establishment of linkages and relationships between those programs and the professional schools of education.

2. Institutional Environment for Teacher Education

Schools of Education should begin to carefully and critically assess the ways in which the acculturation of their students takes place in an institutional setting they help to shape and design. Education personnel preparation programs consist of more than courses in educational psychology, the social foundations of education, the methods of education and supervised practice teaching. These programs take place in an institutional setting with an established professional group of teachers, researchers and administrators who have both an organizational structure and a set of values as well as a literature of education. Throughout the program--or more properly, the institution of professional education--there are certain values, symbols, beliefs and premises that are incorporated in both the structure and process of the institution. Prospective teachers come into this institutional environment from predominantly middle class or upper-lower class backgrounds and too often are socialized according to the dominant values of that institution. In general, those values and beliefs have been found to reinforce prejudices in favor of the affluent, the competitive and dominant cultural groups by a professional staff that is predominantly white, English speaking and which holds to ideas that denegrate the worth of ethnic and cultural minorities. Teacher education institutions can no longer afford to acculturate along these lines and must create diversity in their courses, in their faculties and in their programs.

3. Persuasion of Administrative Officials and Planners

As this study has shown, deans of education are in a critical position to determine what priorities will be given to curricular changes, additions or modifications in the professional preparation program. If the Office of Education or some other resources organization places high priority on "international-intercultural" education, these deans are faced with finding the most efficient and effective way to introduce such content, concepts or field experiences into their EPPR programs. Financial inducements, of the kind offered through certain

innovative OE programs, seem to be a viable and effective way to stimulate the kind of change talked about throughout this study. Often in the past, substantial planning efforts have been spent in response to an identified OE resource or program. Limited amounts of "soft money" can induce changes far exceeding expectations, particularly at a time when there is a shortage of such money. Workshops for deans on international-intercultural teacher education, international and cross-cultural consultative work as well as the opportunity to study in other universities and cultural settings might be ways to stimulate "the agents of change" to come to terms with the current culturally-pluralistic world.

The study indicated that technical assistance projects, in which an American university or college assists in developing or enhancing an overseas institution or program, can be a significant catalyst in promoting an international teacher preparation program. The impact of such experiences upon faculty, curriculum and associated policies and procedures can stimulate the development of other kinds of domestic activities designed to create a more sensitive and empathetic product. Since less than thirty percent of the data base institutions have undertaken such activities, this suggests that too few members of the teacher education community have been involved in a program that obviously has significant impact on institutions that have been involved. Ways should be explored to involve a greater variety and number of institutions or to stimulate consortia to undertake such activities.

4. Consortia Development

The scarcity of necessary resources, intellectual and financial, that are required to mount intercultural programs suggests the need for much greater emphasis on interinstitutional cooperation. The extent of such cooperation can range from smaller consortia of American institutions to a cooperative undertaking among American and foreign universities. The expanded pool of intellectual and program resources that such consortia can provide is obvious. Complementing this expansion is the availability of a broader base of students and faculty for international activities. New and experimental programs which cannot be undertaken under single institution sponsorship, due to lack of support or because of small enrollments, can often survive under consortia arrangements.

5. Curriculum Modification in Teacher Education

The transformation of the single purpose teachers college into a large multi-purpose institution has resulted in a division of responsibility for the teacher training process. As a result of this transformation in the past two decades, the arts and science college has assumed from sixty to eighty percent of personnel preparation responsibility. The demise of the "laboratory school" in the last decade has further diminished the role of the school of education as local school systems have increased their responsibility for this aspect of the training program. As a result, schools of education are now too often left with only the "foundations" and the "methods" courses. It is not surprising that deans of education see little that can be internationalized. It seems to us, however, that the foundations courses need to be thought of as functional inquiries within real situations that contain cross-cultural exigencies and experiences. Such approaches might include the following:

a. The history of education could focus much more upon child-rearing practices and the enculturation process in non-Western cultures as well as examining the relationship of formal education systems to social, economic and political developments, in a variety of national settings over the course of man's history.

b. Educational philosophy should extend beyond the more traditional philosophic forms and examine both contemporary Western and non-Western school of thought. A much greater concentration of effort upon epistimology, particularly contemporary schemes for organizing knowledge, needs to be undertaken. Such study will lead students across cultural and national boundaries as they read Piaget, Chomsky and Levi-Strauss.

c. The empirical-scientific social sciences should be introduced into the teacher education curriculum. Such study, however, should take place in field-centered situations, drawing upon real community or school problems which are then interpreted and analyzed using the analytic tools and methods of the anthropologist, political scientist, economist and sociologist. Such study must extend beyond Anglo-suburban situations and introduce cultural dissonances to prospective teachers. Such study must be considered an essential rather than an enrichment part of the preparation program.

d. Education psychology has been dominated by the Skinnerians for a generation. It is time that the study of the psychology-of-learning include other psychological schools as well as the study of stress, interaction and ego development as it relates to teacher. Such study will necessarily lead prospective teachers into other important areas of psychology and cause them to focus on children and teachers in other cultural settings.

In order to identify content and experiences for such a revitalized curriculum, we recommend a series of writing conferences be held to bring together psychologists, sociologists, political scientists, economists, philosophers and historians. These scholars should be charged with the task of:

a. analyzing the foundations of education as to what it does include, what it ought to include and what objectives should shape content and materials;

b. determining what aspects could best be "internationalized" or "interculturalized" and identify cross-cultural case studies, research studies and foreign models that could best serve to introduce and/or reinforce certain concepts leading to objectives;

c. developing a series of bibliographies and syllabi on an "international-intercultural" foundations curriculum which could enhance this aspect of the professional preparation curriculum.

Issues such as environmental problems, social problems (for example, the creation of national unity and international harmony), survival problems related to food and population, and human relations problems affected by labor practices and urban-rural changes are all transnational and lend themselves to inclusion in foundational study.

6. Cross-cultural Experiences

In developing an international perspective in EPPR programs, it is important that consideration be given to immersing students in other cultures. This cultural immersion must be accompanied by a study and application of conceptual tools to provide a continuing interface between experiential involvement and cognitive discourse focusing on other cultures and their relationship to one in which the teacher is confined by birth and tradition.

It is recommended that programs designed to provide teachers and student teachers with cross-cultural and overseas experiences be both encouraged and expanded. Such study might begin with special language and study projects for student teachers arranged from the freshman year in geographical areas where direct collaboration between teachers and students in bilingual communities is possible, as in the Spanish-American region of the Southwest. Through clinical experiences--from the prospective teacher's first introduction to real classroom situations, to their eventual assumption of teacher aide responsibilities--they should have experiences which enable them to appraise others (teachers, students, parents and administrators), but also experiences that will enable them to appraise themselves and their ability to interact with other people. Today and in the future schools of education must expand their learning environment to reach into a variety of cultural and ethnic community schools. Student teaching or practice teaching experiences should be arranged and offered as an option for all students. Such experiences however, should not confine themselves to overseas dependent schools or to technical matters to the exclusion of cross-cultural entanglement and interaction.

7. Faculty Recruitment, Development and Other Resources

Prospective teachers should be drawn from all socio-economic and ethnic groups, nationally and internationally, and have the opportunity to interact with professional staff members also drawn from a wide spectrum of national origin and social experience. Pedagogically, no program of professional preparation can be justified without the inclusion of diverse kinds of both students and teachers. Relevant program planning and implementation can be achieved only with a culturally representative faculty.

With the variety of opportunities now available for students to study and work abroad, it would seem that considerable attention should be given to finding or making similar opportunities available to their professors.

Many colleges and universities participate in faculty development programs within the United States. Such programs may range from summer institutes and occasional seminars to lecture series, summer teaching and assignments on other more "internationalized" campuses. While some such faculty development is funded by the federal government, teacher educators have generally had few opportunities for participation. NDEA summer institutes that concern themselves with either international studies or the teaching process have also been the exclusive preserve of non-teacher educators and should be refocused. Additional avenues are open for the improvement of faculty competence in the international sphere: faculty seminars of an interdisciplinary nature that stimulate interest in and knowledge of their own disciplines in new context; hiring policies that give some preference to training and experience which

combine professional and disciplinary competence with foreign study, research or service; close campus-community cooperation to permit faculty and students to take advantage of the learning potential latent in the cultural and linguistic diversity existing in the inner cities; and administrative policies that provide for staff mobility to pursue their special fields on an intercultural plane.

8. Utilization of Foreign Students

Schools of Education should begin to recognize the potential impact that foreign students, both graduate and undergraduate, can have upon prospective teachers. Education students and others should be invited to act as tutors to foreign students and to work with them in educational and study projects connected with the country of their origin. Foreign students should be considered one of many international learning resources available locally and some teaching assistantships should be alloted to these foreign students in order that they can interact with prospective teachers.

In addition we would recommend that certain other institutions and agencies should allocate time and energy to overcome the parochialism and ethnocentrism that characterize much of American teacher education, such as:

a. Federal Government

Federal agencies should join with professional associations for teacher education and the teaching profession to systematically mobilize the many resources available for internationalizing education personnel preparation and renewal programs. The federal commitment should (1) selectively assist institutions and specialists who have potential to contribute to the creation, testing and implementation of international-intercultural programs and/or dimensions; (2) stimulate and coordinate the many institutions and specialists committed to this concern; (3) enable professional associations to promote or engender communication between specialists and institutions in the United States and abroad; (4) enable the Division of International Education, USOE, to provide input and have information on all federally sponsored programs which contribute to an international-intercultural dimension in university, college and school programs; (5) encourage the creation of a new communications mechanism to disseminate information for and about internationalizing or interculturalizing EPPR programs; and (6) stimulate a systematic, cooperative national effort.

b. State Agencies

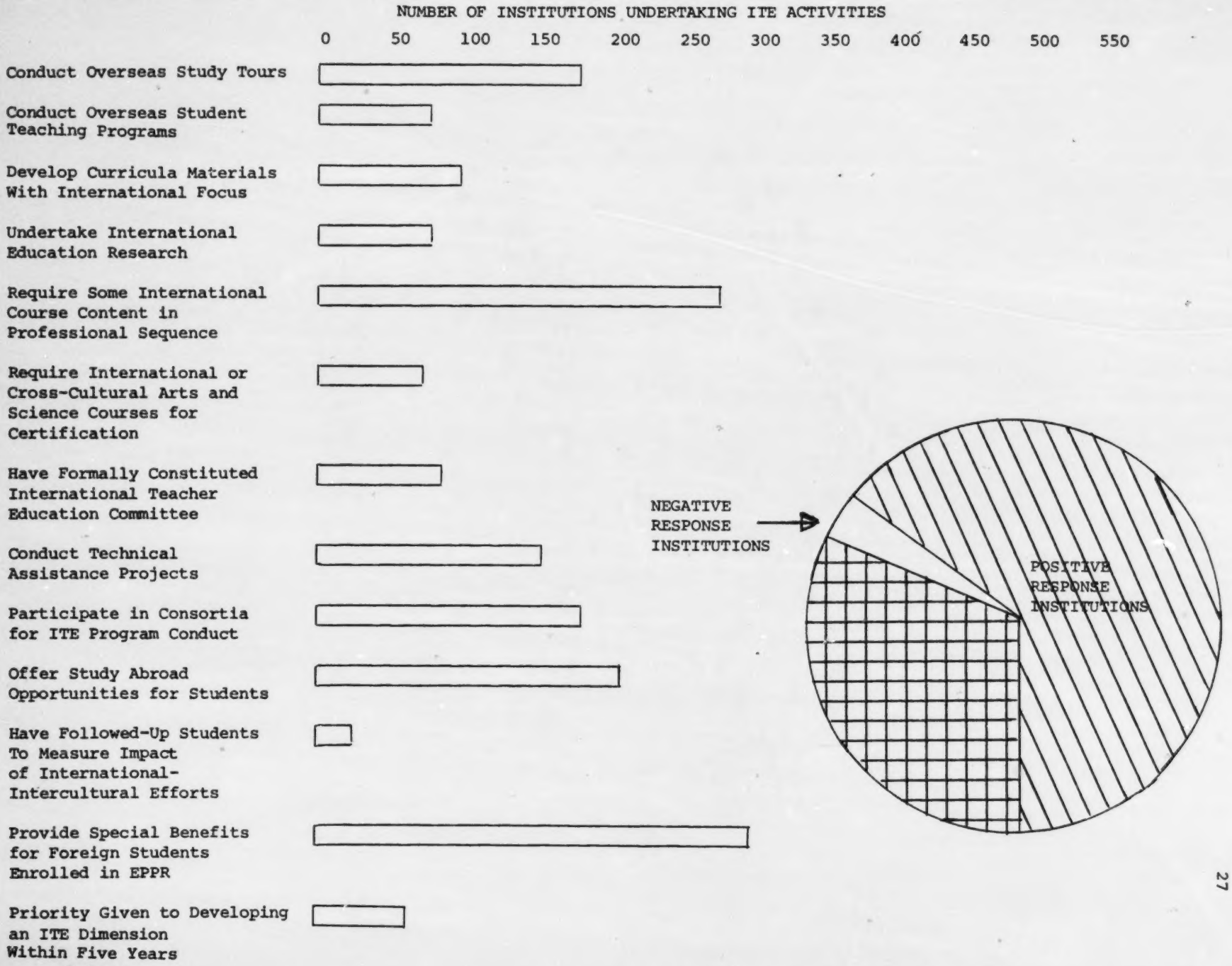
Certification and professional education requirements should be modified so that preservice teachers study and experience other cultures and societies as a part of their preparation program. State agencies should endeavor to have an international-intercultural dimension infused into K-14 education.

c. The Accreditation Process

The accreditation standards of the National Council on Accreditation for Teacher Education (NCATE) should be revised to enable them to serve as a useful way of drawing schools and colleges into preparing teachers who have both intercultural and international sensitivities and knowledge.

d. The Professional Associations

The professional associations that represent practitioners, school administrators and teacher educators need to concern themselves with education in other countries. Strong institutional links across national boundaries and cultures should be developed by associations in order to promote cooperative and long-term ventures designed to improve programs of participating institutions. Similarly, a proportion of associational resources should be used to develop concepts, programs and organizational structures which will internationalize schools, colleges and universities.


NUMBER OF INSTITUTIONS UNDERTAKING ITE ACTIVITIES
0
50
100
150
200
250
300
350
400
450
500
550
Conduct Overseas Study Tours
Conduct Overseas Student Teaching Programs
Develop Curricula Materials With International Focus
Undertake International Education Research
Require Some International Course Content in Professional Sequence
Require International or Cross-Cultural Arts and Science Courses for Certification
Have Formally Constituted International Teacher Education Committee
Conduct Technical Assistance Projects
Participate in Consortia for ITE Program Conduct
Offer Study Abroad Opportunities for Students
Have Followed-Up Students To Measure Impact of International-Intercultural Efforts
Provide Special Benefits for Foreign Students Enrolled in EPPR
Priority Given to Developing an ITE Dimension Within Five Years
NEGATIVE RESPONSE INSTITUTIONS
POSITIVE RESPONSE INSTITUTIONS
27

DEVELOPING AN INTERCULTURAL AND INTERNATIONAL DIMENSION IN TEACHER EDUCATION

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DEVELOPING AN INTERCULTURAL AND INTERNATIONAL

DIMENSION IN TEACHER EDUCATION

Today educational institutions everywhere are taking a careful look at their stated responsibilities within the context of a world society. Mission statements are reviewed carefully and are revised and expanded to include matters of global concern and responsibility. While there is no disposition or intention to discard mission tasks that are local or regional, it is recognized that the focus of educational programs and activities on such tasks alone would represent a parochial and even isolationist attitude that could not be defended.

Robert Leestma, Associate Commissioner for International Education in the U. S. Office of Education, in the Fall 1972 issue of Exchange, the quarterly magazine of the U. S. Advisory Commission on International Education and Cultural Affairs, pointed out this changing concern of education in these words:

> The increasingly interdependent nature of the modern world places a heavy burden on the educational systems of all nations to reduce ethnocentrism. It is clear that American education is beginning to rise to the challenge at an accelerating rate. At all levels of instruction there is a growing interest in learning more about the other nations and peoples with whom we share this planet.

Most of us in higher education share this view and this concern. We have a responsibility to assist all of our students, both undergraduate and graduate, to develop the knowledge, the understandings, and the attitudes that are important in a world society. At the same time, we have a special responsibility in this regard to those students who are planning to become teachers or who are already teachers or who will serve in other positions of responsibility in the schools, colleges, and universities of this nation. It is they who must assume major responsibility for internationalizing the curriculum at all levels of education.

As I said a moment ago, most educators will acknowledge the responsibility of higher education in such an effort. Yet, many institutions have failed to show any significant progress. Often such lack of progress represents a failure to develop and follow clear guidelines that will help to avoid the pitfalls and problems that often beset all program development, including intercultural and international projects. It may be useful for us today to consider what may be a useful set of guidelines for the development of an intercultural-international dimension in the preparation of teachers and other educational personnel.

Perhaps it may be important to point out that this discussion is not limited in any way to one specific kind of program. You have just heard an excellent discussion describing a wide variety of programs of all types that colleges and universities across the nation have developed and are finding useful.

Hence, in our discussion we shall have in mind a variety of programs which may include, but are not limited to, one or more of the following categories:

...an intercultural-international dimension in the programs of general education

...new kinds of interdisciplinary programs that utilize comparative, cross-cultural approaches to trans-national problems or problems of common concern

...foreign language study that places a major emphasis on intercultural and international knowledge and under-standings of students

...area studies programs

...workshops and seminars in ethnic heritage studies

...special courses and seminars that focus primarily on the international and intercultural component of education

...cooperative institution-to-institution relationships with a college or university in another country

...cooperative relationships with school systems for the development of the intercultural-international dimension in elementary and secondary school programs

...internships, student teaching, and field assignments in various cultural settings in this country and abroad

...visiting faculty members from other nations

...faculty and student exchange with overseas institutions

...overseas study programs for faculty and students

It is against this background of intercultural-international programs that we consider the following guidelines.

1. The need for a clear and definitive statement of goals

Of primary importance in undertaking the development of a program of teacher education with an intercultural and international base is the establish-ment of a statement of goals that will serve as a directing force. Merely to state that the teacher education program will have an intercultural and inter-national dimension is not enough. Clear and exact statements must be agreed upon which relate to the purposes of such a program, the competences which are to be developed by students in terms of knowledge, understanding, and teaching skills, the outcomes both short-range and long-range, the effects anticipated both in the college or university and in the schools, and the nature of evaluation which will measure the attainment of stated purposes.

2. Cooperative approaches in program development

Essential to the development of new approaches to teacher education, including those which involve intercultural and international elements, is the involvement of all those constituencies which have a stake in the preparation of teachers. Obviously within the institution are not only the professional teacher education faculty but also the faculties of arts and sciences and others which participate in teacher education. Equally concerned and important to the planning process are members of the profession, teachers and administrators, whose background of experience is invaluable in the determination of the nature of intercultural and international education that might be appropriate and effective within the confines of the school classroom. Another group whose involvement is most important to the success of any program affecting the public schools is the community itself. Unless there is participation in planning by parents, school board members, and other interested citizens there can be little assurance that the outcomes of a new program will be relevant to community needs and acceptable to the community. Further, no planning effort should exclude students, both those preparing to become teachers as well as students in the schools. Their comments, observations, and recommendations will be most useful as the new program is developed.

3. Development of programs that are specific and identifiable

Too often in the development of programs which are intended to provide an international and intercultural component, the program plan or the program elements are only vague generalities. To seek to develop "international understandings" or "knowledge of other cultures" is indeed a praiseworthy objective. However, such a goal is usually meaningless and ineffective unless it is accompanied by a program that makes clear provisions for its accomplishment. Initially it is important that the clientele to be served be clearly identified.

In the field of teacher education it would appear that there are a number of clienteles and that for each specific programs are important and desirable. Basic to the preparation of teachers who will bring to the classroom international and intercultural competence is a program at the pre-service level for individuals preparing for initial entry to the field of teaching. Equally important, however, are programs at the continuing education and graduate level for the hundreds of thousands of teachers now in the classroom whose earlier learning experiences often did not include intercultural and international components or at best were less than satisfactory. Still another group to whom attention must be directed are those who might be termed educational leaders, administrators and other educational specialists, for whom specifically designed programs at the graduate level are needed. It would appear clear that the informed support and leadership of this group is critical to the success of any program that is to be effective in the schools of the nation. A fourth group which might be identified as the "specialists" in intercultural and international education cannot be neglected. While this group will be served possibly only by a few institutions with programs at the doctoral level, it is important that such programs be established and strengthened in order to assure the top level competence that is vital to the continued role of colleges and universities in intercultural and international education.

Within each of the programs listed above it is necessary that there be clear and specific provisions for the achievements of the goals that have been

established. Too often such is not the case. For example, it is not at all unusual to hear statements that students learn much about other cultures through the study of foreign languages. However, unless the foreign language program makes specific provisions for such learning, it is entirely possible that either little is learned about other cultures or what is learned is irrelevant and sterile. Essential to any program with the intercultural and international component is a plan that clearly identifies those elements designed to achieve the stated objectives, the course content or experiences involved, the resources to be utilized, and the techniques to be employed in the teaching-learning process.

4. Program components

In the development of programs of teacher education with intercultural and international components, a number of program elements appear to offer specific opportunities for the achievement of desired objectives. These are general education, professional education, and experiential or field-based learning. Each represents an important aspect of teacher preparation. Each provides almost unlimited opportunities for inclusion of intercultural and international content and experiences. Together, all draw upon the resources of the total institution. All should be utilized.

The field of general education offers almost unlimited opportunities for the intercultural and international component of teacher education. General education plus additional studies in the arts and sciences occupy from 60 to 75 percent of the total undergraduate program. Courses like literature, foreign languages, history, geography, sociology, anthropology, and government represent excellent vehicles for the development of the knowledge and competence that we might hope to develop. The efforts of any college or university to develop such programs must place primary emphasis upon this most important program component and must, of course, bring together arts and sciences faculty and teacher education faculty in the design and operation of the program.

Professional education offers additional resources to program development which can build upon and capitalize on the knowledge, the attitudes, and the competence that comes from the program of general education. Courses in history and philosophy of education and current issues in education offer excellent opportunities for the inclusion of intercultural and international concerns. Educational and developmental psychology is unique in its abilities to deal with the cultural backgrounds of individuals and groups. Comparative education becomes a vehicle for the development of broad learnings and understandings relating to other peoples. Courses in the techniques of teaching may be most important in assisting both young and experienced teachers in their efforts to bring about the development of intercultural and international understanding among the children of America's classrooms.

Experiential or field-based education may well be one of the most significant opportunities for the achievement of those goals of teacher education related to the intercultural and international dimension. It is in the field -- in the urban community, in the schools of Appalachia, in the classrooms of urban and suburban America, in overseas programs of short or long duration -- that both new and experienced teachers have the opportunity to supplement the knowledge and the teaching competence that have grown out of what are predominantly

classroom learnings in the college and university. Such experiences are important at all levels -- in the preparation of the new teacher who spends a term abroad, in the continuing education of an experienced teacher who serves an internship in an inner-city school, or in the advanced training of an administrator who meets with his counterparts from many countries in a conference dealing with mutual educational and social concerns.

5. Identification and utilization of needed resources

No present or projected program can operate effectively without adequate resources, and adequate resources are essential to any teacher education program designed to incorporate an intercultural and international component. However, this does not necessarily mean that new resources are needed to inaugurate such a program where one does not now exist or to strengthen such a program that is already in operation. What is needed is a careful review of all available existing resources, a determination of the current effectiveness of their use, and decisions concerning their most appropriate reallocation to serve total teacher education and institutional needs. Of course, in some instances, it may be determined that additional resources are needed. Some examples relating to the identification and utilization of resources may be useful here. A searching survey of faculty interests and competences and their current utilization may reveal that all of the human resources necessary for the inauguration of a new program are available, that many are presently under-utilized, that a reallocation of these human resources would make possible the development of an intercultural and international component, and in fact, would improve the total performance of the institution. Similarly, studies of dollar amounts currently allocated to student services might reveal that many present services are outmoded or irrelevant and that new services related to new program goals could be substituted at no real increase in costs. Studies of library purchases might reveal that new emphases in book acquisitions, periodical subscriptions, films, videotapes, and audio tapes could be achieved to meet program goals without significant added costs. Such changes plus faculty participation in the development of locally produced curriculum materials and the establishment of curriculum materials exchange clearing houses could materially provide curriculum materials necessary for the programs. One other point might be of importance -- the sharing of resources among colleges and universities, especially among those in a specific region. Joint appointments of faculty members, interlibrary loan arrangements, cross-registration privileges that permit students to enroll for certain courses in nearby institutions, joint operation of field based programs at home and abroad -- all these can add to the resources of the program without major added costs.

However, in spite of these kinds of no-cost or little-cost program developments, it cannot be assumed that the total program goals can ordinarily be met without new expenditures. Thus it is important to gain commitments from all who will be affected by program expenditures and reallocation of available funds -- faculty, administration, government, public and private contributors, and others -- commitments to the importance and indeed to the urgency of programs that are designed to enhance the cause of world-wide understanding, cooperation, and peace.

6. Importance of relevance and commitment

Relevance and commitment are obviously important to any program of teacher education. However, they are of special significance to a program designed to involve teacher education in intercultural and international roles and responsibilities since traditionally teacher education has not been so identified. Whatever is done in program development relating to intercultural and international concerns must be clearly related to and in fact be a part of the reality of life. When teachers are prepared for roles in the inner city or in Appalachia there must be complete involvement in both planning and operational aspects of the program by individuals who are aware of the inner city or of Appalachia, who have experienced life in these areas, and who are understanding of and sympathetic to the needs of inner city or Appalachia communities and people. Studies of other cultures must recognize the realities of life in those cultures and cannot be based on either incomplete data or a romanticized description of life in another land. Experiential or field-based programs become especially important. Many such resources exist in our own regions and do not require foreign travel and/or residence.

Programs in inner cities, in regions of rural poverty, in ethnic neighborhoods -- these add important dimensions of relevance. Overseas experiences are most useful when they are possible, but at home students can have the opportunity to live and work with young people and adults from other countries in ways that will be most productive.

Without question the development of a strong and long time commitment to intercultural and international programs is of great importance. A major task in the initiation and development of such programs is one of educating many groups to recognize their importance and to give their support. Such groups include the faculty on whose shoulders rests the major responsibility for development and operation of the program, administrators who must give both leadership and support, the schools and the profession where the real outcomes of the program will be evident, the communities to whom the schools belong, and the state and federal governments and public and private donors from which financial support must come. Strong commitment based on a clear understanding of the program, its goals, its approaches, and its outcomes can result in programs of worth and permanence.

7. Evaluation

No program should be developed without a clear intention to evaluate its success and its outcomes. While there is no effort here to describe the specifics of the evaluation processes that might be used, it is important that evaluation be continuous. Such an approach to evaluation makes it possible to constantly reappraise and to make modifications for improvement. This is the real purpose of evaluation. In addition evaluation data that can be made available to show the success of programs is most important in strengthening commitments already given and in gaining commitments from others, including financial support.

Little more need be said. We are living in a time when the increasingly interdependent nature of modern society places on education the responsibility

to help people everywhere to achieve the goal of developing a world in which all men and women can live together in harmony and friendship. Higher education can contribute at a high level of effectiveness, for it is in our colleges and universities that those who teach our children are educated. Thus, it is essential that we develop an intercultural and international dimension in programs of teacher education -- a dimension that will produce teachers with those competencies necessary for the achievement of this goal.

We have considered a series of guidelines important to education's task. All are important. Nevertheless, one stands out as the essential foundation for the establishment of any program with an intercultural and international dimension -- a firm and strong commitment. If this is missing in the institutions from which any of us come, it is clear that an immediate and important task is that of developing a sense of mission that has the commitment of trustees, administration, faculty, students, and other constituents.

While I do not suggest the specific nature of this commitment, it may be useful to read from the mission statement of one university an excerpt that I believe represents the kind of commitment that we are talking about.

> Many of the perennial issues of the human condition that are addressed by the academic disciplines and professions extend beyond national boundaries. The University Center for International Studies is a structural response to the commitment to promote in the schools and units of the University a consciousness of the international character intrinsic to various areas of scholarship. Its success is reflected in elements of the curriculum, in research projects currently underway throughout the University, in the inclusion of foreign scholars focusing on international studies among the faculty, in international exchanges of faculty and students, and in the development of overseas training and research programs and projects.

This statement clearly exemplifies our task and the task of educators everywhere. How well we succeed will be reflected in the kind of world that our children and our children's children will receive as their heritage.

EXTENDING HORIZONS OF HUMAN CONCERN

Felix C. Robb

Director

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

EXTENDING HORIZONS OF HUMAN CONCERN

PART I

The author of Genesis wrote, "In the beginning God created the heaven and the earth." In a latter-day Genesis, some survivor of holocaust may record that "In the beginning of the last days, there were grave but soluble problems of the human condition." In some ultimate version of Exodus another surviving author may record that, "The people refused to heed the warnings of their wisest prophets. Finding no fault in themselves and placing their trust in armaments, they rejected the teachings of brotherly love and narrowed their horizons of human concern. They sought to save themselves by destroying their perceived enemies, albeit these were members of the same family of man. Mars, the ancient God of War, failed them. In the end, all but a remnant were destroyed. Thus began the long dark night of the human spirit."

It is a peculiarity, and perhaps a limitation, of my mental processes that, before attempting to deal with a topic or problem, I find it necessary to delve into its context, the surrounding conditions and cross-currents of influence, circumstance, and events which often determine, or predispose alternatives and outcomes. There is significant benefit to be gained by the very act of recognizing that a problem exists, by finding out why it exists, and by assessing the cost not only of alternative solutions but the often higher cost of inaction.

I state with the sad thought that peace among nations is as remote today as ever, with frightfully higher stakes than ever before in history.

In considering alternative ways to improve world awareness through teacher education, I began at both ends and worked toward the middle, as it were. A combination of assumptions about present conditions is a starting point. Add some judgments about goals and outcomes and this two-pronged approach can lead to useful means by which to attain worthwhile ends such as better international and intercultural understanding.

Of this much we can be sure: The hour is late, the world situation is grave, and the need for education at its best is upon us. No aspect of life offers more benefit for less investment than teacher preparation, both preservice and inservice. The power of an informed teacher corps to affect attitudes, character, and conduct as well as information flow is well known and our potential for cultivating an informed citizenry is tremendous.

I view the teaching of world awareness as being close to that once sacrosanct trio--God, Country, and Motherhood. Each is viewed as being important but, as in the teaching of patriotism, morality, or honesty, what is everybody's business can be nobody's business. Because of this and the narrowing of

specializations in subject fields, it is not easy to determine who should do what.

How shall we marshall the capabilities of teacher education to make a difference in the struggle for enlightenment on world affairs? Where do we start? What good things are we already doing? How can an already over-burdened curriculum absorb additional demands for time and attention? What subject specialists are willing to yield a moment of what they already view as inadequate time in their own fields to allow for international concerns?

Can fresh insights be identified, articulated, and delivered in such a vital and compelling way as to give new life, new meaning, and new relevance to the common learnings? Can the liberalizing core curriculum provide the additional insights and the motivation needed for teachers to make a contribution to world understanding? Making a contribution is one thing; taking the lead and assuming responsibility is quite another matter.

While we conveniently tune out the screams of the dying in war-torn Southeast Asia, and erase from our minds visions of poverty and over-population in India, and avoid thinking or acting about the starving, thirsting human beings on the sun-parched African continent, we cannot and do not overlook the escalating cost of a loaf of bread at the corner grocery store.

Thus a wheat deal with Russia, an increase in the price of Arabian oil, an embargo on Canadian beef imports, the slaughtering of calves in Kansas, or a leaded oil tanker held offshore to induce an artificial shortage of petroleum all become international matters of citizen awareness and sensitivity. This list of attention-holding, personnaly affecting "zingers" is endless and belongs in a growing citizen awareness related to consumerism and the question of how to live in a free society.

I believe there are ways for teachers to capitalize at every grade level upon new and dramatic conditions that affect our daily lives. On whom can we rely more than ourselves and the kinds of mind-stretching, eye-opening horizon-lifting experiences we are capable of providing in the professional education of a teacher?

It will not surprise you, for you are sophisticated leaders, when I say that it should be much easier today to implement a plan for achieving world awareness--with its distant, hoped-for result of comity among nations--than would have been the case on January 1 of this year.

Only in this current year, 1974, did our national bubble of euphoria burst, just two years short of our Bicentennial. Until the domestic economy fell on hard times, millions of Americans knew little and cared less about the complex interdependence of nations and peoples. Too many still neither understand nor care.

The hard lessons of World Wars I and II were easily forgotten in a welter of revulsion about waging jungle warfare in Southeast Asia for purposes about which there was too little consensus and too much confusion. World unawareness became the new isolationism in a world made smaller by supersonic

aircraft and instant world-wide communications. It was a myopic attitude, but momentarily affordable.

The characteristic indifference of many people is illustrated by this vignette: A card game was recently interrupted by someone who dashed in to announce the invasion of Cyprus by the Turks. The response of one player was, "So what? I bid two spades."

There are many more phenomena than a faltering economy to awaken people to an awareness of the larger world community and to the sensibleness of making common cause among nations.

Let us list some of these and mentally allocate them to one or more logical areas in the curriculum--not merely as an exercise in scheduling, not just because they deserve more attention than is routinely given by specialists to prospective specialists, not only because through their study we hope to improve the human condition, not just because they are timely and can light a flame of interest and intellectual curiousity as few competing topics can--but we enumerate them chiefly because they are high priority problems that need to be understood for survival and for progress toward the near and distant goals of mankind. It is imperative that teachers have some acquaintance with these great issues:

1. War.

Wars and weaponry are the proper study of social scientists, philosophers, clerics, and teachers as well as military leaders and diplomats. It is essential that such matters not be the sole province of profiteering buccaneers and a few scientific, military, and engineering specialists. How else can we bring to a halt the mad race for supremacy in hydrogen warheads, already being produced at the reported rate of three a day in the United States with a matching three in Russia?

What more important topic than how permanently to defuse and dissipate safely the stored warheads which now are estimated to be a destructive force equivalent to 10 tons of TNT for every man,woman, and child in the world? Whose task is it to teach about this, the ultimate in human folly?

2. Energy and Technology.

Before the brownouts of a few years back were supplanted by a full-fledged energy crisis, we believed our vaunted technology could save us and solve the world's basic problems of shortages.

Instead, we have seen failure after failure in the 1960's and 70's and have come to the realization that technological advances in industry may have unreasonably high price tags such as pollution of air, soil, and water.

3. Hunger.

Shall famines and problems of food production and distribution remain in the province of agriculturists? How can wise humane policy decisions be made except as the people know facts and are made aware of worldwide human needs?

4. Population.

Closely linked to the world problem of hunger is the awesome problem of population and population growth. Proponents of human constraint and birth control refer to it as the problem of over-population. Opponents of birth control, whether voluntary or enforced, refer to it as a problem of food underproduction and maldistribution. Irrespective of one's personal views and predictions, the problem is massive and grows more pernicious each year as vast areas of the planet suffer drought, famine, and economic ruin.

There is no escape from the responsibility of wealthier, producing nations to come to grips with complex aspects of this problem that causes millions of suffering people to seek and embrace any solution. This desperation is one of the gravest threats to peace.

5. Nationalism.

A growing spirit of nationalism threatens the uneasy equilibrium of forces called "peaceful resolution of differences." Mark the "hotspots" on the world's map. Note the rise and fall of tempers and temperatures in these places. Analyze them as to cause and effect. Visit them as prime targets in conflict resolution. Observe international moves that "heat up" and "cool down" these tension spots.

6. Distribution of Power Among Nations.

Examine the rise and fall of empires and judge the status of our own country today. Are we still primus inter pares? What happens to a nation accustomed to being number one when it no longer can "call the shots"?

7. International Pacts.

What of the vast multiplicity of international agreements, treaties, laws, communications, investments, loans, earth-orbiting non-military satellites, programs of technical assistance, and military support?

8. Diplomacy.

What does the average person know of diplomacy as an arm of foreign policy or as a career? What do we teach about it? Where can teachers and students readily gain access to the facts?

9. International Aspects of Crime.

What can be done collaboratively by nations to cope with international traffic in hard drugs, crime, violence, and terrorism?

10. United Nations.

Is it correct that the United Nations is worth the effort and the cost so long as nations talk to each other instead of waging wars? Is it time for another dream to be conceived in an effort to achieve world order? What should a teacher know of the U.N. and UNESCO?

11. International Law and Justice.

How can the youth of America be challenged to help creatively, positively to bring about a new age of reason and justice? Must we wait for domestic solutions before expecting improvement and agreement among autonomous nations?

12. Totalitarianism.

With the passage of time will new generations be unaware of the malignancy of totalitarianism and the police state? Is there emerging any legitimate middle ground between the ideologies of communism and capitalism to offer hope for reconciliation?

13. Third World.

Should we devote special attention to learning about the rising "Third World" countries? For instance, should we not be introducing Chinese language and culture into school curriculums?

14. Diminishing Allies.

Why, with all our international largesse (Marshall Plan, I.C.A., A.I.D., Peace Corps, etc.) does the United States seem to have few friends among other nations?

15. Economics.

For years we have turned a deaf ear to warnings about our massive imbalance of international payments. Will the change from a fast-growth to slow-growth gross national product and the approach of zero population growth convert us from being a nation of conspicuous consumers to a conserving nation, and thus bring us closer to the more modest life styles and material resources of other countries? Will this affect dramatically our views of other cultures and countries? What will be the effect upon international relations of prolonged economic dislocation? What will be the result of worldwide economic depression? Will it lead, as Senator Fulbright warns, to political breakdown and war?

Cannot this ultimate extremity of disaster be the motivation needed to make us what any great and free country should be--a true learning society in which everybody is engaged in constructive aspects of the educational process? We who teach teachers have a clear leadership role in helping to stir, to educate, and to unite our people.

The human capacity for cooperation is not congenital. It must be taught, learned, and practiced. We who teach, and especially those who exercise leverage by teaching teachers, have a special privilege and responsibility to reveal what history clearly shows: in the long run, individual self-interest is best advanced by a willingness to cooperate with others.

The above questions are among the most vital matters that call for urgent, consistent attention by teachers and teacher educators. They are compelling topics worthy of intensive study in themselves and which are serviceable as hooks on which to hang an infinite variety of interdisciplinary studies, independent

learning experiences, practicums, and other fact-gathering, resource-building, and career-planning activities. They are fraught with motivational potentials sufficient to fire up bored students and to challenge the abilities of students and teachers in a wide spectrum of intelligence, interest, and cultural status.

Needed now is a companion list of imperatives for professional educators and an ordering of priorities and aspects of these great human issues that teachers and the educators of teachers should embrace in their disciplines and address collaboratively with colleagues in the liberal arts.

PART II

Faced with the current exigencies of tight budgets and hard times, whatever adds greatly to the cost of preparing and continuing the education of teachers will deserve and receive close scrutiny and evaluation against the cost of other desirable activities in a preparing institution or school system. But no useful idea should be rejected because funds are not available for it at the moment.

What I am about to say is not in support of a weak national defense. Rather it is a plea for the reordering of our country's values and priorities so as to make realities out of our best dreams, to encourage the maximum use of our best defense and offense (which is education), and to introduce international concerns more effectively into teacher education.

We must have faith that the long-standing practice of placing world awareness, multicultural understanding and international education on short rations--or mere "crumbs" from the national budget table--must change, and soon. Traditional diplomacy and traditional militarism have not succeeded in allaying threats to international equilibrium or to our national welfare. We must now take a new tack.

Somehow we have done a thoroughly inadequate job in the past of explaining to Congressional leaders and to American citizens what education, and teacher education in particular, can do for the advancement of world awareness and world peace. We have neither adequately informed the general public nor carried our political leaders along with us.

What can we do? What would we do in our university colleges of education and other teacher preparing institutions if funding were available?

As a starter, I propose that this conference pass a resolution to establish among the institutions of the South represented here, plus such other institutions as may wish to join later, a continuing committee, group, or agency for the development of international and intercultural resources in Southern teacher education.

I further propose that some word of this be conveyed by your representatives to the next meeting of the Southern Council on Teacher Education at its December, 1974, meeting in Dallas, Texas. I suggest that the Southern Council be invited to focus its full attention on the needs and opportunities for teaching

world awareness at its annual meeting in Atlanta in December, 1975. That could be a means for the wider involvement of teacher preparing institutions in the South.

From the interest and dedication of you who have responded to the invitation to this conference must come the beginning of an on-going interinstitutional arrangement or consortium to carry the torch forward. We cannot rely on another organization with diverse commitments to do it, in my opinion.

From a miscellany of alternatives to be considered we need to take one or more steps toward our goal of peace through understanding and world awareness.

Let us think in terms of maximizing cross-cultural perspectives of teachers. How can we do this?

1. We can work to expand opportunities for teachers to have extended living-learning-teaching experiences in other countries and cultures. This is one of the most meaningful of all the experiences we can devise. It is total immersion in another culture. The physical, mental, and emotional requirements for effective, long-term work in other countries are great. Not everyone can qualify on all three counts and, therefore, a small percentage of teachers would be poor risks as workers and "ambassadors." Excepting these, who must be screened out, the mutual benefits of the multicultural experience are substantial.

This involves breaking language barriers, changing attitudes, experiencing culture shock and adjusting to it. It is a vital, life-changing reorientation of one's teaching career. Such an experience needs to draw upon many resources of a university to provide proper orientation and calls for a reentry-debriefing phase that will encourage, if not assure, extrapolation of the best new insights gained by the teacher abroad for dissemination to other teachers and to teacher education. Agencies such as AACTE, the U.S. Department of State, and the U.S. Office of Education can play valuable roles in this endeavor.

No longer should it be standard procedure for a teacher to live, learn, and teach in Zaire, for instance, then return to his or her home town, only to make two or three talks to local luncheon clubs and one slide-lecture to long-suffering faculty colleagues who grit their teeth and suffer through one more showing of color slides! After that, the returned teacher's zest for sharing newly acquired cross-cultural perspectives is usually lost. Yet there are thousands of schools and classrooms hungry for first-hand learning about other lands and people, especially in schools off the mainline of visitation by teachers and administrators from other countries.

From the peak post-World War II days of substantial exchange of teachers and administrators across national borders we now have a relative trickle of such travel. Despite this decline and the reduction in opportunities such as Fulbright grants and Smith-Mundt appointments, the need was never greater than now to have on our faculties in the colleges of education men and women whose lives and teaching have been enriched by in-depth experience abroad. It is with this in mind that I propose that each teacher-preparing institution adopt the goal of 100 percent participation by its faculty in an extended learning experience in another culture and country.

At first thought, this may seem too utterly formidable for accomplishment and in conflict with the demands for keeping abreast in one's field of specialization. But a year devoted to a cross-cultural experience can be the mountain-top circumstance that transforms a reasonably good faculty member, or one who has lost his zip, into a professor characterized by excitement and verve, broad perspectives, and widened horizons of human concern. There will be no significant increment in the extension of human concerns by students until a dramatic change occurs in teachers. University faculty members need to be able to teach from the basis of having been there themselves.

2. Short-term international study and travel by teachers is a growing means of furthering world awareness. Every university can encourage, link up with, or sponsor for teachers and student teachers opportunities for travel and study in another country. There is benefit to be gained in most of these. However, the time has come for assessment of the relative merits of these mushrooming enterprises.

Too many of them smack of commercialism and are sometimes arranged and directed by people not the best qualified to guide and coordinate such experiences. Why don't we inventory available study-travel opportunities for teachers and students, know which agencies and which universities and colleges offer them, know which ones meet high standards of quality, and encourage their inclusion in degree programs for teachers, giving sufficient latitude in credits earned in the substantial programs to make these overseas experiences attractive to a larger percentage of teachers?

Several years ago I imagined that the onset of wide-bodied aircraft seating 500 or so passengers could make international group travel so economical that high school and college students might travel to a European or African country for as little as $50.00. Economic inflation ended that dream. However, systematic study is needed of ways to make international travel economically feasible for serious learning purposes on a large scale.

The current trend of Federal agency escalation of rates for chartered aircraft is the result of rising costs and the influence of airline lobbies that have little opposition in Congress. Somehow, we must find ways to get before the Congress the distinction between travel for fun and business, on the one hand, and travel for the planned enhancement of education, on the other.

3. Do you think it possible for several Southern universities to develop expertise and a comprehensive reservoir of information for study and research about one particular country? Dare we envision each of 100 Southern colleges and universities being willing to identify a country about which its institution would assemble a unique archive and a living-learning laboratory in that nation's cultures and characteristics for teacher education purposes better than now exists anywhere else in the region?

Or do we think it makes more sense to discover where such expertise exists elsewhere in the United States and attempt to develop linkages to it?

How could such resources be shared on a state-wide or region-wide basis?

4. How shall we address the problem of marshalling and making accessible the multitudinous and constantly growing mountains of curricular materials? How can we help teachers by sifting out junk and cross-referencing the best books, articles, research reports, materials such as those of the quality of the American Universities Field Staff, position papers, magazines, slides, movies, filmstrips, and television documentaries about other countries and about human problems that know no national boundaries? Can we encourage a concert of effort in local communities among the usual depositories of information such as the public library, the school library, the nearest college library, and the nearest museum?

Sooner or later--and hopefully soon--the South and the Nation will have an effective instructional materials, information, and personnel clearinghouse that can make accessible valuable resources about other countries and cultures, including the identity, by field, of educators who have lived and worked abroad.

Is there a university in the South that would be willing to use the capabilities of its on-campus computer to provide information storage and retrieval services required to form the nucleus of a Southern Clearinghouse on International and Intercultural Education?

5. Can our educational interests be blended with the interests of rapidly growing international aspects of Southern business and industry with their overseas manufacturing plants, their foreign sales and investments, and problems of adapting their American staffs to other languages and cultures?

6. Can the purposes we have in mind be related logically to the 35-million dollar World Congress Center now being constructed in Atlanta, designed largely to serve Southern trade and industry but perhaps needing an educational component?

7. Can our thoughts and dreams be well enough conceived, designed, and executed to be challenging to philanthropic foundations willing to back a bold thrust toward creating a better base for building world awareness and a wider range of human concerns?

8. I have often wished that every college, university, and school could have a resident "guru" whose entire function it would be to discover, corral, and exploit for learning the resources of the surrounding community. This takes time and the special interest and talent of someone who has a bent for resource utilization and who will assist teachers and professors in learning how to gain the most benefit for the least cost from the immediate environment, both human and natural. Where does a college go to get this kind of guru?

How many times have we failed to use a returned G.I., the business man from Japan, foreign visitors to the nearest manufacturing establishment, returned medical missionaries, technicians who have lived abroad, et al?

9. In its totality, there is a fabulous richness of multicultural and cross-national resources being paraded before the American people weekly by network television. This, however, tends to be unannounced and consequently

missed by groups of students and teachers who could learn much by witnessing these programs and following them with discussion and further study. Can we not make better use of these media opportunities and turn them into vital encounters?

10. Perhaps still in its infancy with respect to usage is the technical marvel of videotape. As more and more institutions install video recording and playback equipment, a systematic way to discover and channel the best tapes to those who can use them for learning purposes is badly needed.

11. How can we motivate people to do what is in their own best interest? To spur the intellect, there must be enough emotion to generate the will to act. This may be found in terms of defending one's homeland, patriotism, appeals to enlightened self-interest, and the need to simplify the complex.

12. Think what an expansion of world awareness in American life could occur if each college and university had a functioning multi-cultural exchange of students, teachers, and materials of instruction. The school-to-school concept works, and it can be even more effective at the collegiate level.

13. Shall we take fullest advantage of the existence among us in the South of Mexican Americans, Cuban Americans, and American Indians? Does the study of these cultures lend itself to special treatment? Should we concentrate on the countries and cultures of our own hemisphere?

14. What are the best existing models for what we want to do? Each of the universities represented in this seminar may have a model of striking quality to offer. If so, this should be known to all attending this meeting. Certainly our host, the University of Alabama, has one of the leading programs and staffs. But how widely is this known among practicing teachers, especially outside Alabama? It deserves to be heralded as do significant activities of other universities in our region.

There are those who say that international-multicultural education is a failure. They say it has failed because it is an amorphous mix of bits and pieces derived from many disciplines. It has always been assigned a low priority in most curriculums, and is universally under-financed.

No accurate answer is available to this question of success or failure. But before we apply the label of failure, we need to assess how much worse off the world would have been if hundreds of thousands of teachers in elementary and secondary schools had not introduced children to other lands and peoples and supported the concept of the United Nations. Or what adversities might have otherwise befallen us without an array of university international centers, seminal comparative education courses, inter-visitation of teachers and administrators across national boundaries, information, films, books, and television programs, university assistance programs abroad, and a variety of school-to-school, student-to-student, and teacher-to-teacher ties.

I suspect that this country and the world would have been more chaotic, violent, and prejudiced than it is today without the determined efforts of educators whose horizons of concern are far-reaching.

Let it be known to all that education can be strongly preventive of

adversity and powerfully ameliorative when applied aptly to problems of the human condition with clear purpose and vigor.

We yet await the intellect and insight to create a convincing rationale, a clear logic, and a dynamic purpose for international and multicultural education. We need to make more evident than we have in the past the large personal and human pay-off in local communities when their problems are attacked vigorously from a multicultural/international educational perspective.

These times call for a fresh look and a new beginning. If we who care do but one thing now, let it be to sound a clarion warning: The hour for action is upon us. Time is running out. World awareness and shared human concerns are critically needed in this turbulent, increasingly violent era. While time yet remains, let us get our educational house in order.

In earlier days of this country, pioneers settled for the night in a wild, strange place--they put their wagons in a circle and slept "with one eye open." The time has come for citizens of the United States to open both eyes to hard realities and to bright hopes and possibilities. Along with new tools of knowledge and pragmatic programs of social change for human betterment, let us reinstate a measure of our lost idealism; let us dare to think of peace among men as a condition for survival in the last quarter of the twentieth century.

Let us resolve to prepare to give such strong, convincing reasons for a new international/intercultural dimension in teacher preparation and continuing education that we make a notable advance for world understanding and for the peaceful resolution of our never-ending international conflicts and disputes. The totally destructive potential of military weaponry leaves us no other alternative.

Group I

(Phillip R. Fordyce, Chairman)

(Fred Brieve, Recorder)

1. Addressed itself initially to the operational side of international programs.

2. Discussed briefly some of the existing programs that were operational in institutions represented in the group.

3. Looked briefly at some of the elements which were felt to make those programs successful and how they might serve as a stimulus for further international projects.

4. Talked about the importance of and need for clear goal identifications.

5. Discussed some strategies for effecting a local commitment at the university and college level.

6. Were cautioned by the selfish commitment some faculty have for empire building on international education programs.

7. Became aware of the negative multiplier effect such actions produce. Such selfish interests and the benefits of international programs never get to other faculty or students in education.

8. Felt there must be a two-way "pay off" in any successful project between universities and colleges and foreign agencies.

9. Indicated that any programs of exchange must properly condition the participants for culture shock and should have evaluation components built in.

10. Felt it is realistic to expect all who participate in such exchange to return to the U. S. with a positive attitude toward the promotion of world awareness.

11. Discussed the strategy of not approaching the promotion of world awareness directly, but rather to put groups of people together with specific tasks to accomplish and let the working together of persons from different cultures get the job done. (Ex.: the Goshen Project of the University of Alabama, student teaching groups, etc.)

12. Questioned whether it would be more beneficial to address the promotion of international understanding among master teachers first, rather than among pre-service teachers (Reasons: immaturity of pre-service teachers; experienced teachers are more professional and more mobile.)

13. Questioned whether international understanding among inservice teachers can best be promoted on a district basis.

14. Discussed the importance of the labor movement and questioned whether to approach Mr. Shanker to get international education promoted as part of collective bargaining master contracts.

15. Discussed the positive effects of encouraging accrediting agencies to build an international education component into required criteria for accreditation.

16. Questioned whether some foreign countries are concerned with international education and if there are operable models which may be replicated.

17. Discussed need of a data resource center or information clearinghouse for bringing together information on international education programs and projects (The Center for War/Peace was mentioned as an agency attempting to establish such a center. Industry (ITT) is also supporting a $3 million project to promote films on how children live, work and play around the world) Jim Becker of Indiana University has brought together many materials.

18. Discussed a need to pull together goals and objectives that have been accomplished by a variety of programs in international education -- not as a recipe book -- but to help in marketing international programs in colleges and universities.

Group II

(Ralph White, Chairman)

(J. A. Williams, Recorder)

1. Articulated a rationale for including world awareness in teacher education programs in Southern institutions of higher education:

> The interdependent nature of today's world makes it imperative that each individual understand that his own self interest is, in great part, determined by others; hence, the importance of world awareness. One learns about himself and his world in the context of his world environment.

2. Stressed the need for foreign language study as a means for materially enhancing overseas experiences. Language study for oral fluency should be integrated with studies in culture, history, literature, etc., of geographic areas of the world. The trend, however, seems to be in the opposite direction.

3. Recommended that participants in this seminar request the Southern Regional Education Board to take a more active stance on international education, to coordinate activities for all areas of international education at the university level, and to serve as the operational agency for such activities.

4. Stressed the need for a follow-up study of students who have experienced overseas student teaching. Such a study should extend to a period of a year or more following such experience and should be more than an informal request for their reactions.

Group III

(Fred J.Vescolani, Chairman)

(Grady L. Anderson, Recorder)

1. Discussed a rationale for including world awareness in teacher education programs in Southern institutions of higher education, but concluded that the rationale offered by Paul Orr and Felix Robb in their addresses were sufficient. "Our own self-interest and ultimate survival are dependent upon world awareness."

2. Stipulated the following goals to be sought:

a. Peace in the world as a consequence of increased world awareness.

b. The development of a world awareness component in every Southern teacher education program with a goal of 20% by 1976.

c. The modification of social science curricula to incorporate a broader emphasis on world awareness.

d. More attention given to socio-cultural differences in our own country.

3. Stipulated the following means for attaining those goals:

a. Junior and/or sophomore year abroad living in another culture.

b. Student teaching in another culture.

c. Educational tours abroad.

d. Better utilization of foreign faculty, foreign students, embassy and consulate personnel, exchange students and exchange teachers.

e. Increasing library acquisitions and films.

f. Taking advantage of such programs as school-to-school, university-to-school, overseas schools and Department of Defense schools for student and faculty development.

4. Recommended the following for future action:

a. Develop closer ties between foreign student advisors and colleges of education.

b. Develop close ties between colleges of arts and sciences and colleges of education.

c. Request that the following organizations incorporate international education into their regular programs:

(1) Southern Council on Teacher Education

(2) Southern Regional Education Board

(3) Vocational Technical Consortium of the States

(4) Modern Language Association

(5) State Councils for Social Science

(6) Southern Association of Community and Junior Colleges

SEMINAR
ON
TEACHER EDUCATION AND WORLDAWARENESS

Office of International and Special Projects
College of Education
University of Alabama
November 20-21, 1974

PROGRAM

Wednesday, November 20, 1974

5:30 - 7:00 p.m.	Registration and Reception
7:00 - 7:45 p.m.	Dinner
7:45 - 8:00 p.m.	Welcome, Introductions, Explanation
8:00 p.m.	Address - "Worldawareness in Teacher Education" (Dr. Paul G. Orr, Dean, College of Education, The University of Alabama)

Thursday, November 21, 1974

7:00 - 7:30 a.m.	Breakfast at Hotel as desired
7:30 - 8:00 a.m.	Transportation provided to seminar site
8:00 - 9:00 a.m.	Address - "The International Dimension of American Teacher Education" (Dr. Frank H. Klassen, Associate Director, American Association of Colleges for Teacher Education) (Presented by Dr. Carrel M. Anderson)
	(discussion of address)
9:00 - 10:00 a.m.	Address - "Developing an Intercultural and International Dimension in Teacher Education" (Dr. Paul H. Masoner, University Professor of Education, Dean Emeritus, University of Pittsburgh)
	(discussion of address)
10:00 - 10:30 a.m.	Coffee break
10:30 - 11:30 a.m.	Address - "Extending Horizons of Human Concern" (Dr. Felix C. Robb, Director, Southern Association of Colleges and Schools)
	(discussion of address)
11:30 - 12:30 p.m.	Lunch in Ferguson Center (Room 314)
12:30 - 2:45	Group discussions
2:45 - 3:30	Re-assemble for group reports
3:30	Adjournment

Official Participants

Seminar

on

Teacher Education and Worldawareness

The University of Alabama

November 20-21, 1974

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